



Hawley Hall High School

POLICY NAME: Behaviour Policy

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SIGNATURE: *W. Frazer*
Chair of Governors

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1. Aims and purpose

This guidance aims to:

- Provide a consistent approach to behaviour management
- Define what we consider unacceptable behaviour
- Summarise roles and responsibilities in our school
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour Policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their Behaviour Policy and anti-bullying strategy online
- Keeping children safe in Education 2019
- This policy complies with our funding agreement and articles of association.
- DfE guidance explaining that this policy is to be published online.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, corridors, between lessons, travelling to and from school and break and lunchtime
- Non completion of classwork or homework
- Poor attitude to learning
- Deliberate breaches of school uniform policy

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/ or videos, or sharing of unwanted explicit content
 - Upskirting
- Vandalism
 - Theft
 - Fighting
 - Smoking/vaping
 - Racist, sexist, homophobic or discriminatory behaviour
 - Assault
- Possession of any prohibited items for school. This list is not exhaustive but may include the following:
 - Knives or weapons
 - Alcohol
 - Energy drinks
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Mobile phone use in school
 - Use of Ear Pods
 - Lighters, Grinders and electronic cigarettes/vaping devices
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Roles and responsibilities

4.1 The Governing body

The governing body (LGB) is responsible for monitoring the effectiveness of this guidance and holding the headteacher to account for its implementation.

4.2 The head teacher

The head teacher is responsible for reviewing and approving this Behaviour Policy. The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students

- Recording behaviour incidents on Class Charts

The senior leadership team and pastoral team will support staff in responding to behaviour incidents where necessary.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the Hawkley Way
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor/ subject teacher in the first instance followed by the Head of Year/ faculty, mentor or members of the senior leadership team

4.5 Students

Students are responsible, as individuals and part of the community, to adhere to the Hawkley Way. They are expected to support each other and promote positive behaviour for themselves and others.

5. The Hawkley Way

Hawkley Hall High School students, in collaboration with staff and the wider community developed the Hawkley Way (See appendix 1). This is the school ethos and is based on mutual respect. It outlines expectations so that learning can take place in a calm, purposeful and supportive environment. It is based on the core values of respect, aspiration and resilience.

Students are expected to:

- Look after equipment and facilities across the school
- Be kind and understanding to others and collaborate in class and beyond
- Speak appropriately and respect individuality
- Protect the reputation of our school with actions in the local community
- Always try hard and take ownership of their learning
- Be committed to completing all work to the best of their ability
- Be willing to try new things and challenge each other to go beyond their comfort zone
- Identify long term goals and regularly reflect on their performance
- Embrace feedback
- Admit mistakes and learn from them
- Have a positive attitude
- Be proud of who we are

In addition to the above core aspects of the Hawkley Way students are expected to:

- Arrive on time to school and lessons
- Move around school sensibly, adhering to any one-way systems or rules in different blocks
- Place litter in bins and keep the school site tidy
- Queue In an orderly manner at break and lunch

6. Rewards

Hawkley Hall High School will use the following to promote and reward positive behaviour:

- Praise
- Positives recorded on Class Charts
- Phone calls home
- Special privileges eg early lunch passes, free breakfast

- Letters home
- Certificates
- Trips and visits
- Experience days

7 Sanctions

Hawkley Hall High School has a staged approach to sanctions and these are based on the severity or persistent nature of the misbehaviour. These are set out below but all staff follow general guidance for our detention system.

7.1 List of sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Negative points on Class charts
- Detention at break or lunchtime, or after school (see appendix 2)
- Removal of a student from class to another designated classroom
- Expecting work to be completed at home, or at break or lunchtime
- Referring the student to a Head of Year or senior member of staff
- Letters, phone calls home or parental meetings
- Restorative activities eg litter picking etc
- Putting a student on monitoring plan, 'report card' and/or a pastoral support plan (see appendix 3)

We may also use the Isolation room in response to a serious or persistent breach of the policy. It will also be used if SLT/HOY/HOF are required to investigate an incident or if a child is removed from class and refuses to be moved to another classroom in school. Students entering the isolation room will be expected to complete work provided, adhere to the rules and complete a further detention. (Appendix 5)

If a student fails to attend a detention at subject level this will be escalated to a leadership or headteacher's detention. Failing to attend a headteacher's detention could result in suspension. (appendix 2)

Students who are persistently late to school will receive an appropriate sanction related to how many lates they receive.

7.2 Off-site behaviour

Sanctions may be applied to any student that is misbehaving off-site when representing the school, such as a school trip, fixture, performance, on the bus or on the way to and from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the student in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The head teacher will also consider the pastoral needs of staff accused of misconduct

7.4 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, as per the school's Child Protection Policy

8 Behaviour management

The Hawkley Way is based on mutual respect, aspirations, and resilience. In all lessons and throughout school this should be promoted. We believe that building strong relationships and positive interactions are fundamental to the ethos of the school.

8.1 Classroom management

All staff across school receive training and guidance on developing good classroom management that promotes positive behaviour in school. This is based on good routines and relationships.

Staff will:

- Promote and model the Hawkley Way
- Create an engaging environment that is conducive to learning
- Greet students as they enter a classroom
- Set clear routines that are consistent with all classes
- Communicate high expectations of behaviour and teach these if needed
- Highlight good behaviour through use of Class Charts
- Have a plan for dealing with low level disruption – which follows school procedures

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Harming themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be a last resort
- Be applied using minimum force and in the shortest amount of time
- Never be used as a form of punishment
- Be recorded and reported to parents

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

8.4 Searching and screening

The Headteacher and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed in section 3) or any other item that the school identifies that could be a risk to the safety of the school. Any students found with prohibited items may be subject to daily searches or random searches at the discretion of the Headteacher.

All searches will be carried out using the guidance issued from the DfE.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

8.3 Confiscation

Any students found with any items (listed in section 3 or against school uniform policy) may be confiscated. If an item has an age restriction, then this will not be returned to the student (eg vapes, cigarettes, alcohol etc). Other items may be returned to students following a discussion or meeting with parents.

8.4 Fixed term suspensions and Permanent Exclusions

There may be occasions where a student's behaviour is persistent or in serious breach of this behaviour policy. In these instances, it may be necessary to issue a fixed term suspension or permanent exclusion. The following list gives provides some, but not all, examples of behaviour that could lead to a fixed term suspension or permanent exclusion:

- Repeated breaches of the behaviour policy
- Verbal or physical abuse of staff
- Bullying
- Sexual harassment
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood changing drugs
- Smoking/vaping in and around the building or while wearing school uniform
- Gambling
- Bringing school into disrepute
- Physical assault on others (including fighting)

9. Proactive interventions

Personalised interventions will be offered to students to identify the triggers of their inappropriate behaviour and help students make better choices. These interventions aim to reduce the number of suspensions or behaviour incidents. There are a range of interventions that can be offered both internally and externally. These will be discussed with parents as and when they are needed.

9.1 Supporting students with SEND

Hawkley Hall High School recognises our duty under the Equality Act 2010 to prevent learners with protective characteristics from being disadvantaged, so our approach with challenging behaviour may be differentiated to cater for the needs of individual students.

The school's SENDCo will consider if students needs are being met in regular reviews and through each child's provision map. Where necessary, support and advice from external agencies will be sought eg medical professionals, educational psychologists etc.

9.2 Evolve Centre

If a student is at risk of permanent exclusion then students may be referred to the Evolve Centre. This is an onsite 12 week intervention that will offer intensive support to students in the expectation that they can then be reintegrated back into school. However, if a student's behaviour does not change during the period it may result in a permanent exclusion. (See appendix 4)

10 Recording incidents

All behaviours are recorded and tracked on Class Charts. This enables us to track positive and negative behaviour across the school and for individual students. Staff are encouraged to award positive points when students meet expectations or excel in their effort, attitude and engagement. Any negative points awarded may result in further sanctions and contact home.

10.1 Transitions

To ensure that behaviour is continually monitored, and the right support is in place, information on behaviour issues will be shared with all staff via Class Charts. We will ensure that this information is shared with any new settings if a student transfers schools.

11 Continuous Professional Development (CPD)

All staff are provided with training on managing behaviour as part of their induction process. They also receive training on the use of Class Charts and where necessary Provision Maps. We provide regular updates through our teaching and learning programme and on INSET days. Where necessary individual teachers can apply to attend external courses or observe colleagues in order to develop classroom management.

12 Monitoring and evaluation

The behaviour policy will be reviewed annually and updated when necessary. At each review the policy will be approved by the headteacher and governing body.

13 Links to Other Policies

This policy should be read alongside the following Hawkley Hall High School policies and guidance:

- Safeguarding Policy
- Uniform expectations
- Attendance policy
- Anti-bullying policy
- Parent Handbook

APPENDIX 1

HAWKLEY WAY

THE HAWKLEY WAY

Core values	We will...
Respect <i>Treat others as you would like to be treated</i>	<ul style="list-style-type: none">✓ Look after equipment and facilities across the school✓ Be kind and understanding of others and collaborate in class and beyond✓ Speak to others appropriately and respect individuality✓ Protect the reputation of our school with our actions in the local community
Aspiration <i>Try your best in everything you do, making every lesson count</i>	<ul style="list-style-type: none">✓ Always try hard and take ownership of our own learning✓ Be committed to completing all work to the best of our ability✓ Be willing to try new things and challenge each other to go beyond our comfort zone✓ Identify long term goals and regularly reflect on our performance
Resilience <i>Be determined and understand that struggle is a crucial part of learning</i>	<ul style="list-style-type: none">✓ Embrace feedback and advice as a key to making progress✓ Admit our mistakes and try to learn from them✓ Be positive about our potential to succeed✓ Be proud of who we are, even in difficult times

The Hawley Way is built around four core values that also shape our long term vision for the school. Actions, not words on the paper are key to making this a reality. We will discuss and reference these values through the curriculum, engagement period, rewards and dialogue with each other.

APPENDIX 2

DETENTION PROCEDURES & ROUTINES

Type	Duration/ Time of day	Issued for
Class teacher detention	15-30 minutes Issued for break, lunch or after school	<ul style="list-style-type: none">• Persistent disruption to lesson• Incomplete classwork• No homework• Late to lessons• Any other breaches of behaviour policy
Faculty detention	30 minutes After School	<ul style="list-style-type: none">• Failing to attend class teacher detention• Removal from class• Any other breaches of behaviour policy
Leadership detention	30 minutes After School	<ul style="list-style-type: none">• Failing to attend faculty detention• Breaches of the behaviour policy at break, lunch or before/after school• Truancy• Isolation
Headteachers detention	60 – 90 minutes After School	<ul style="list-style-type: none">• Failing to attend Leadership detention• Breaches of the behaviour policy at break, lunch or before/after school• Truancy

In the majority of cases staff will ensure that parents are informed of any detentions via a phone call, message or through communication using the student planner. However, it is also the responsibility of each child to inform parents of any detentions.

There may be occasions where students are kept on the same day. If this is the case, parents will be informed.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

APPENDIX 3

REPORTING PROCEDURES

Additional Behavioural Interventions

For the vast majority of students at Hawkley Hall High School, the types of interventions below will never need to be made. However, for some students, additional interventions are required in order to support the child, the staff and parents/carers with their more challenging behaviour and lack of engagement.

1) Attitude to Learning and Behaviour Monitoring Period (Updated January 2023)

Procedures:

- Heads of Year/CFi should monitor Class Charts data and begin the intervention when it is felt that an intervention is appropriate. Students should also be placed monitored following exclusion; this is also outlined below.
- A call/meeting with parents/carers must occur before a student can begin the intervention.
- If a student is placed on Yellow Monitoring Period, an Early Help should potentially be opened as an extra layer of support/intervention.
- Regular review points should be decided upon with parents/carers. The regularity of these is outlined below.
- Parents/carers must attend a final review meeting before the intervention can end.
- Students being monitored will be handed a card indicating that they're having their ATL and behaviour tracked.
- Students being monitored will be displayed on the Pastoral Bulletin.
- Students being monitored will be changed to red on registers.
- A document in the 'Hawkley Teachers' channel of Teams will outline a student's individual target(s).
- A tracking document in the 'HHHS Pastoral' channel of Teams will be used to log relevant information/data related to the intervention.
- The HOY can direct form tutors/AHOY to bring data to Year Team meetings for the HOY to log.
- Following a suspension, the staff member completing the reintegration should decide upon an appropriate monitoring period.

Further information:

- If a student fails one of their targets, a sanction must be issued by the class teacher. This should be logged on Class Charts.
- If a student meets all of their targets, a reward/praise should be issued by the class teacher. This can be a positive conversation with the student, a phone-call/email home or points on Class Charts.

Checklist:

- ✓ Parent/carer call/meeting **and** schedule first review point
- ✓ Ensure student has the relevant card (Blue/Green/Yellow) or booklet (Red/EPP) is handed to student
- ✓ Complete information/data tracking document with initial information (SLT/SPL/HOY responsible)
- ✓ Log target(s) in Teams document (SLT/SPL/HOY responsible)
- ✓ Inform C.O'Grady – Pastoral Bulletin (SLT/SPL/HOY responsible)
- ✓ Change the student to red on registers (SLT/SPL/HOY responsible)
- ✓ Communicate with form tutor/AHOY where appropriate
- ✓ Review calls/meetings
- ✓ Add to information/data tracking document
- ✓ Decided upon success of the intervention. Ending or next stage?

Blue Monitoring Period				
Preparation/When?	Number of targets	Timeframe	Review points	Who?
Parents/carers can be informed via a phone-call.	One target should be set using information from Class Charts.	10 school days.	A phone-call home by the form tutor at the end of the intervention to discuss the monitoring period.	The form tutor is responsible for contact with home. The form tutor should discuss the monitoring period with the student during form time.

Green Monitoring Period				
Preparation/When?	Number of targets	Timeframe	Review points	Who?
Parents/carers can be informed via a phone-call. If Blue hasn't been successful. Can be used following a suspension.	Two targets should be set using information from Class Charts.	20 school days.	A phone-call home by the AHOY after the first ten school days and a meeting at the end of the intervention.	The AHOY is responsible for contact with home and meetings The AHOY should discuss the monitoring period with the student during form time.

Yellow Monitoring Period				
Preparation/When?	Number of targets	Timeframe	Review points	Who?
Parent/carer meeting must occur. If Green hasn't been successful. Can be used following a suspension. *An Early Help can be opened at this stage*	Three targets should be set using information from Class Charts.	30 school days.	A meeting with parents/carers after 15 school days and a meeting with parents/carers at the end of the intervention.	The HOY is responsible for meetings. The HOY should discuss the monitoring period with the student during form time.

Red Monitoring Period (Paper Copy)

Preparation/When?	Number of targets	Timeframe	Review points	Who?
Parent/carer meeting must occur. If Yellow hasn't been successful. Can be used following a suspension. *Further interventions should be explored*	Three targets should be set using information from Class Charts.	12 weeks (60 school days)	Meetings with parents/carers at four-weekly intervals and at the end of the intervention.	The HOY is responsible for meetings. The HOY should seek support from a Senior Pastoral Leader. The HOY should decide upon a daily reporting point with the student.

Exclusion Prevention Plan (EPP) Monitoring Period (Paper Copy)

When?	Number of targets	Timeframe	Review points	Who?
Parent/carer meeting must occur. If Red hasn't been successful. Can be used following a suspension. *Further interventions should be explored*	Three targets should be set using information from Class Charts.	The remainder of the academic year as a minimum.	Meetings with parents/carers at four-weekly intervals and at the end of the intervention.	The assigned member of SLT/Senior Pastoral Leader is responsible for meetings. The SLT member/Senior Pastoral Leader should decide upon a daily reporting point with the student.



Hawley Hall High School
Behaviour Report / Monitoring Notification

Name : _____ Form : _____

Start Date : _____ End Date : _____

Staff responsible for monitoring : _____

Please refer to the central record held on TEAMS for targets as these may change weekly.
_____ success on this report is judged upon his/her Class Charts data.
Therefore, it is essential that you record both positive and negative incidents of behaviour on Class Charts.

APPENDIX 4

EVOLVE

EVOLVE Centre

Student agreement:

In addition to the expectations of the Hawley Way you will also need to follow the below expectations of the EVOLVE Centre.

- Arrive at the designated time and be escorted over to the Evolve centre by a member of staff.
- You will be educated in the EVOLVE centre. The rest of the school is out of bounds unless accompanied by a member of the EVOLVE team.
- You must stay in the centre for the duration of the day, if you walk out without supervision parents/ carers will be informed, and they will be asked to collect you.
- During the first week of placement in the EVOLVE Centre you will undertake a series of baseline assessments to evaluate whether you require any specific interventions to be delivered.
- As per school rules, you will not be permitted to go to the toilet during lesson time unless authorised by teaching staff. You may use G block toilets only and will be escorted by a member of staff who will wait outside.
- Lunch will be ordered from the school canteen and brought to you in the Evolve Centre, unless you choose to bring a packed lunch.
- You will not be allowed to use your mobile phone whilst in the Evolve Centre.
- You will only be allowed to use computers if it is part of the lesson.
- You must not use inappropriate language. This includes swearing and any racist, homophobic or threatening language.

- Leave at the designated time and be escorted to main reception by a member of staff.
- If you break the terms of this agreement then you will incur further sanctions which may include loss of privileges, extension of the school day or suspension.

Student PRINT NAME:	
SIGNATURE:	
DATE:	

APPENDIX 5

EVOLVE



ISOLATION EXPECTATIONS



- Complete any statements or reflection sheets if needed. This can be done at any point during your time in isolation
- Stay in your allocated seat unless asked to move
- Ensure your phone is switched off and away. It will be confiscated if it is seen
- Put your hand up if you need help
- Complete the work that your teacher gives you. If you are struggling with the work ask for help
- Work should be completed in silence
- Failing to complete work will result in an after school detention
- Do not write/ graffiti in text books
- Hand your work in at the end of each lesson
- Follow the Hawkley Way. This is on your desk if you need to refer to it.

Failing to do the above will result in further sanction that may additional detention issued/ removal to SLT office/ suspension from school and parental meeting.